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ABSTRACT

Closed-captioned videotapes and accompanying print materials are available to the Prince George's County Public Schools English-as-a-Second-Language (ESL) program to help students develop their sight and meaning vocabulary, oral reading fluency, prediction skills, and ability to locate information in written texts. This manual is intended to familiarize ESL teachers with the materials. The main part of the report, an inventory of the nine available captioned videotapes, is preceded by general guidelines for selecting videotape segments and planning lessons. Suggestions for specific classroom activities, divided according to skill emphasis, follow the inventory. The appendices include the following: (1) lists of vocabulary items taken from four of the tapes; (2) sample grammatical features and exercises from one of the tapes; (3) information on equipment features and operations; and (4) a listing of closed-captioned television programs that are currently being broadcast. A form for the evaluation of this curriculum guide follows the appendices. (LB)

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# A MANUAL FOR CLOSED CAPTIONED TELEVISION IN ESOL INSTRUCTION ELEMENTARY AND SECONDARY K-12 ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

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Prince George's County Public Schools
Upper Marlboro, Maryland 20772
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CLOSED CAPTIONED TELEVISION IN ESOL INSTRUCTION


I. Introduction. . . . . iv

II. Guidelines for Selecting Videotape Materials and Preparing Lessons . . . . . 1

III. Videotape . . . . . 3

A. Titles
B. Lengths
C. Language Levels
D. Interest Levels
E. Descriptions

IV. Using Captioned Videotapes to Develop Language Skills: Suggested Activities. . . . . 7

A. Vocabulary. . . . . 9
B. Grammer . . . . . 11
C. Listening Comprehension . . . . . 13
D. Reading . . . . . 15
E. Speaking. . . . . 19

V. Appendices

A. Vocabulary Lists. . . . . 21
B. Grammar Drills. . . . . 23
C. Equipment Operation . . . . . 27
D. Listing of Closed Captioned TV Programs . . . . . 29

## INTRODUCTION

As requested by Lillian Falk, ESOL Coordinator, I have examined nine close-captioned videotapes and accompanying print materials which were made available to the ESOL program by Dr. Robert Wilson of the University of Maryland Reading Center. The tapes and scripts were provided originally by the National Captioning Institute, a nationwide television subtitling service for the hearing impaired, for use in a pilot project to evaluate their potential in teaching reading to children with normal hearing. Experiments were conducted in grades one through six. Teachers created and presented reading lessons based on captioned children's television programs from both public and commercial broadcasts. The results of the project were published in a report which presented objectives, lesson outlines, techniques, ideas and recommendations for the most effective way of using the videotapes and the scripts in a classroom setting.*

One of the elementary schools used in the project had a large ESOL population, including students of Hispanic, Cambodian, Korean, Vietnamese, African and Chinese descent. It was decided that the ESOL teachers at this school as well as the regular classroom teachers would use the TV materials to develop their students' sight and meaning vocabulary, oral reading fluency, prediction skills, and ability to locate information in written texts. All of the teachers involved rated the learning experiences as excellent and were enthusiastic about the success of the project, especially the ESOL teachers and

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*Wilson, Robert and Patricia Koskinen, "Two Project Reports Which Used Captioned TV in Classrooms to Teach Reading to Hearing Children." The National Captioning Institute Research Report, 83-6, October, 1983.

administrators who saw great promise in the use of these materials for developing other language skills.

It is the purpose of this brief report to familiarize ESOL teachers with the captioned videotapes and suggest ways in which they might be used in the ESOL curriculum to accomplish our language teaching goals and facilitate the language learning process of our special student population, i.e., to develop skills not only in reading, but also in listening, speaking and writing. The central portion, an inventory of the nine available captioned videotapes, is preceded by general guidelines for selecting videotape segments and planning lessons. Suggestions for specific classroom activities, divided according to skill emphasis, follow the inventory. The appendices include: a) lists of vocabulary items taken from four of the tapes; b) sample grammatical features and exercises from one of the tapes; c) information on equipment features and operations, and; d) a listing of close-captioned television programs currently being broadcast. I hope that this endeavor will encourage and facilitate experimentation with the materials as we continue to explore the potential of their use in the ESOL classroom.

GUIDELINES FOR SELECTING VIDEOTAPE MATERIALS AND PREPARING LESSONS*

A successful lesson requires thoughtful videotape choice, thorough exercise preparation, careful classroom presentation and a philosophy that a videotape program is a bonafide teaching tool.

1. Be selective. Videotapes, like books, should be chosen with careful attention to level of difficulty, suitability of subject matter and quality of texts and exercises. Preview materials carefully. Select manageable texts that students will be able to understand with minimal difficulty. Consider familiarity and interest of subject matter, speed of delivery, length of utterances, complexity of grammatical structures and vocabulary, frequency of redundancies, such as repetitions, rephrasings, pausings and visual reinforcements.
2. Prepare manageable tasks. Match the task as well as the text to the student's ability level. Build upon what is known. Structure activities so that they progress gradually, step by step, from the known to the unknown, from simple to complex. Prepare students for what they are to see and hear with pre-listening and previewing activities. Provide exercises that develop strategies for comprehending, such as tolerating the unknown, listening for specific information, predicting outcomes based on what has been presented, thinking ahead, speculating, hypothesizing and confirming.
3. Require active and full participation and undivided attention of the student before, during and after the presentation of the passage by developing "listen," "watch" and "do" exercises: problems to solve,

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*For further discussion of these guidelines see: C. H. Parks, "Developing the Listening Skill: Recommendations for Materials Design" in CALICO Monographs, July, 1986, Brigham Young University Press.

items to number, charts to draw or complete, objects to manipulate, sentences, words, phrases to complete.

4. Appeal to the interests and preoccupations of your audience while being careful that worthwhile information is at the same time being presented.
5. Provide students with a purpose for listening and participating.
6. Provide an immediate confirmation of performance as verification.
7. Control the length of the lesson to ensure maximum concentration and interest.
8. Provide for student control of the presentation: stop, touch, signal or interact physically in various ways.
9. Give students ample opportunity, through double and even triple showings, to re-listen, re-view, and re-read to get more out of the program each time it is presented and to reinforce vocabulary.

# CAPTIONED VIDEOTAPE INVENTORY

**********

Title: Sesame Street (PBS)

Tape Number: 1995

Length: 60 minutes

Language Level: Beginner--Intermediate

Interest Level: Elementary--Secondary

Description: Water conservation is the theme in 15 of the 45 segments. Other subjects include counting from one to nine; initial "v" words; comparative forms of adjectives (long, longer, short, shorter); song about feelings (happy, sad, love, fear, etc.); words with the short "u" sound; panda bears at the zoo.

**********

Title: 3-2-1 Contact "Sports" (PBS)

Tape Number: 208

Length: 30 minutes

Language Level: High Beginner--Intermediate

Interest Level: Elementary--Secondary

Description: Track events: long jump, pole-vault, trampoline, pogo stick, bike riding, as illustrations of horizontal and vertical velocity. A history of bicycling, an antique bicycle club tour, a new bike with wings, ten-speed bikes and how they work. The Bloodhound Gang solves a mystery of a stolen treasure map by using velocity calculations.

**********

**********

Title: 3-2-1 Contact "Building" (PBS)

Tape Number: 236

Length: 30 minutes

Language Level: High Beginner--Intermediate

Interest Level: Elementary--Secondary

Description: Building different kinds of houses, parts of the house, building materials and processes: doghouses, termite mounds, Indian hogans, solar buildings. The principles of solar energy, types of roofs, a new fiberglass inflatable roof and how it works. The Bloodhound Gang solves a mystery about a beekeeper and learns about bees and their hives. (continued on Tape 212).

**********

Title: 3-2-1 Contact (Flight" (PBS)

Tape Number: 212

Length: 30 minutes

Language Level: High Beginner--Intermediate

Interest Level: Elementary--Secondary

Description: Giant parade balloons in cartoon character shapes: process of preparation and inflation, statistics of size and weight, properties of helium. A parachuting instructor gives a lesson and explains the principles of aerodynamics in simple terms: surface area and air resistance. The Bloodhound Gang continues to try to solve the beekeeper mystery.

**********

Title: Ripley's Believe It or Not (commercial)

Tape Number: 57

Length: 60 minutes

Language Level: Intermediate--Advanced

Interest Level: Secondary

Description: Thomas Edison's inventions, watersport in Japan, skydiving, camouflage and defense in nature, celebrations around the world: July 4, the Japanese New Year, Mexican "voladores" rituals, Belgian stilt jousting, Pope Gregory's calendar. Very sophisticated language structures and vocabulary.



**********

**********

Title: Diff'rent Strokes "The Van Drummonds" (commercial)

Tape Number: 609

Length: 30 minutes

Language Level: Intermediate

Interest Level: Elementary--Middle School

Description: Family cousins come to visit from Holland. This program is filled with ethnic jokes in very poor taste. The language is very informal and colloquial. Poor behavior and language models are presented.

**********

Title: Diff'rent Strokes "Carmella" (commercial)

Tape Number: 712

Length: 30 minutes

Language Level: Intermediate

Interest Level: Elementary--Middle School

Description: Arnold runs for school office and makes a campaign promise he cannot keep--to bring in Mr. T. for the next school fund-raiser. He asks for the help of Carmella, an Italian visitor to the U.S. whose father happens to be a talent agent, to help him out of his predicament. Negative attitudes toward foreigners.

**********

Title: The Littles (commercial)

Tape Number: n/a

Length: 30 minutes

Language Level: Intermediate

Interest Level: Elementary

Description: Dinky puts on a stunt show in his "dinkymobile." It crashes and a thief is apprehended. There is no real need to read the captions to follow the story.

**********

**********

Title: Scrappy Puppy "Mardi Gras" (commercial)
Scoobie Doo "Zombie"

Tape Number: n/a

Length: 30 minutes each

Language Level: Intermediate

Interest Level: Elementary

Description: The puppies save a crippled orphan girl who is taken advantage of by thieves. In the second segment Scoobie and his friends track down a faceless zombie who roams the earth searching for a valuable 16th century coin. Filled with fast-paced action with many visual distractors from the captions.

**********

## COMMENTARY ON THE INVENTORY

After viewing and evaluating all of the videotapes listed in this inventory, I have concluded that the PBS productions (Sesame Street and 3-2-1 Contact) are much more appropriate for use in the ESOL classroom than are those from commercial television broadcasts (Diff'rent Strokes, Scooby Doo, The Littles, Ripley's Believe It or Not). The language models presented to ESOL students must be of the highest quality and delivered in a way which facilitates learning. The language of cartoons and the speech of the characters in popular situation comedies, although perhaps good examples for the study of colloquial speech, slang expressions, and American humor, should not be used as models for repeated presentation, imitation, and practice. I also have reservations about using programs which contain examples of rude behavior, ethnic prejudice, vulgar or suggestive language and physical violence. Programs filled with action that is so fast paced or visually appealing as to distract the viewer (and reader) from the spoken word and the captions, should definitely be avoided.

The PBS programs that are available illustrate some of the best principles of educational materials design. Each tape is divided into short, teachable segments tied together with specific underlying themes. Vocabulary and structures, many of which coincide with those in the ESOL curriculum guides, are presented systematically and reinforced as the program progresses.

I would therefore recommend the use of the PBS children's programming for the ESOL classroom. When careful attention is paid to selection and lesson design, the use of these captioned videotapes as complements to the ESOL program can enliven our classes and strengthen the overall language skills of our students. Efforts should continue in the process of finding other suitable videotape materials and designing accompanying ESOL lessons and activities.

Activities for Vocabulary Development

1. Before showing the videotape, give students a vocabulary list of words in the order that they appear on tape. The students are to follow the list as they listen and watch.

2. Have the students make a list together before viewing the segment, given only the subject of what they are to see. They write down words they think they might hear and after viewing, check their lists and compare with others.

3. Give students a copy of the script with selected words deleted. Students are to fill in the words as they listen and watch. Check against complete script.

4. Give students a list of words including some that were not in the sketch. Have them check which ones they "saw." Review to verify and correct.

5. With sound turned off, have students read captions silently and raise their hands when they see particular kinds of words, such as "color" words, "food" words, etc When they indicate, pause the tape and write the word on a card, they replay tape with sound. Use the cards after replay to reinforce and review vocabulary.

Note: See Appendix A for vocabulary lists taken from Sesame Street, Tape 1995, and 3-2-1 Contact, Tapes 208 and 236.

Activities for Grammar Study

The purpose of these kinds of activities is to call attention to the grammatical structures used for a particular language function as well as to give students practice in manipulating the structure based on a model on the tape.

1. Select sentences from the tape which illustrate a targeted grammatical feature.

2. Have the students see and hear the model sentence.

3. Pause the tape and conduct rapid drill: choral, transformation, substitution, etc.

4. Rewind the tape for second listening/viewing, if necessary, and move on to the next selected sentence.

5. Use the script to have students highlight particular structures with colored pens or diagrams and manipulate the sentences, e.g., change from past to present, passive to active voice, first to third person, etc.

6. Have students devise their own drills using the script and conduct them before the class.

Note: See Appendix B for sample grammar drills based on 3-2-1 Contact: Flight, Tape 212.

Activities for Listening Comprehension

1. Have students listen and view an excerpt to provide a title, i.e., to capture the essential point of the story or tell what the story is about.

2. Have students listen to the video excerpt to extract particular items of information. A list of such items may be given before viewing, in the form of questions, e.g., "How long will Slimey the Worm stay in the shower?" or "Find out how many glasses of water he drinks."

3. Give students a partially completed chart or picture for them to complete according to what they have understood from the tape segment.

4. Give students a set of scrambled sentences describing the action on tape. They are to rearrange them in chronological order.

5. Give students a script that has been altered with false information. They are to correct it according to what they have understood. Check against correct script (transcript correction).

6. Have students provide the last line or next line of the script, then check with correct script (transcript completion).

7. After an initial viewing, play the tape with sound only. Students work with the script and label the speaker for each line (speaker identification).

8. Have students choose, given a multiple choice cloze, the correct word or phrase that was actually said on the tape. Set up choices using grammatical, phonetic or lexical items. Correct with script.

## Activities for Reading Practice

Many of the listening and speaking activities in the previous pages may be adapted for both silent and oral reading practice when the picture and captions are presented with sound.

The availability of a tape script makes it possible to read the text before viewing the videotape segment. Picture and sound can then be used for comprehension checks and reinforcement.

The following reading lesson ideas are taken from the National Captioning Institute project report mentioned in the introduction. Teachers developed these activities based on segments of a Sesame Street program.

### Teacher Generated Ideas for Using Captioned TV for Teaching Reading Skills

Sight Vocabulary Skill--Student learning rated by teacher as "excellent."

- Prepare students by telling them that the sound will be turned off the first time around to see how many food names they know.
- Guide student's eyes to the captions on Sesame Street. Use pause button every time they see a food word they know. Write the word on a card.
- Show the tape with sound to reinforce sight vocabulary.

Predictions Skills--Student learning rated by teacher as "excellent."

- Show tape up to the "Family Food Game" (Sesame Street)
- Stop and have children predict what foods are healthy. Put predictions on the board.
- Turn sound off and show the rest of the tape.
- Have students read aloud the foods they predicted when they see them.

Activities for Reading Practice (continued)

When preparing listening comprehension lessons, experiment with variations of presentation. Gradually add reinforcers: sound alone, then sound plus picture, then sound plus picture plus caption. Encourage listening first without the captions so that students will not rely on the written word for initial comprehension. Use the captions for reinforcers and as comprehension checks.

Activities for Reading Practice (continued)

Prediction/Sight Vocabulary Skills--Student learning rated by teacher as "very good."

- View a portion of a show.
- Stop and predict--then show the rest of the show.
- Find words that substantiate the prediction.

Locating Skills--Student learning rated by teacher as "excellent."

- Play two minutes of show with sound.
- Stop and find place in script.
- Repeat to the end of the show.

Comprehension/Fluency Skills--Student learning rated by teacher as "very good."

- Develop discussion of prior knowledge.
- Students set purposes.
- Watch show with sound.
- Read orally for expression.
- Take words from script for word banks.

Fluency Skills--Student learning rated by teacher as "very good."

- Show Sesame Street "Answering the Phone."
- Elicit important questions students often ask when answering the phone. Write the questions on sentence strips.
- View tape to get other questions.
- Compare student questions with those on the tape.
- Play back tape and have students read along without the sound.

Activities for Reading Practice (continued)

Fluency Skills--Student learning rated by teacher as "excellent."

- Show the "Animal Song" (Sesame Street)
- Mouth words to the beat.
- Say words in chorus.
- Repeat.

Fluency Skills--Student learning rated by teacher as "excellent."

- Read script silently with sound.
- Read in unison with sound and with teacher.
- Students then read without teacher and without sound.
- Tape record their reading.
- Play back tape with students looking at script.
- Students act out part of the script that they enjoyed.
- Do repeated reading of the script in pairs.

From: "Two Project Reports which used Captioned TV in Classrooms to Teach Reading to Hearing Children." The National Captioning Institute Research Report, 83-6, October, 1983, by Patricia Koskinen and Robert Wilson.

Activities for Speaking Practice

1. With sound turned down and no captions, have students describe the characters or objects on the screen or narrate the action as the tape plays.

2. With sound off and captions visible, have students read the captions aloud, playing the parts of the speakers, both chorally and individually.

3. With sound on and no captions, have students listen and view a segment. Turn sound off at a selected point and have students provide the mission audio: word, phrase or sentence.

4. Have students relate their own experiences similar to those they have seen.

5. During initial viewing of a segment, stop the tape at a selected point and have students guess what will happen next.

6. After initial viewing of segment, replay a portion and have students relate what happens next.

7. After several viewings, have students create and perform a skit based on the video sketch using the same or similar grammatical and vocabulary items. Provide a "prop bag" of needed items. A narrator should provide the setting and give information about the characters.

Appendix A

## Vocabulary Lists

Sesame Street (1995)

water, rain, lake, ocean, pitcher, glass, glasses, lemonade, creek, waterfall, fountain, puddle(s), umbrella(s), bathtub, sailboat(s), bridge, beach, sand, surf, faucet, river, mud, shower

drink, rain, swim, fill, empty, save, wash, waste, turn on, turn off, take a bath, float

empty, full, clean, dirty, wet, dry, thirsty, less, more, a lot, a little, enough, not enough, as much as

3-2-1 Contact "Sports" (208)

long jump, pole vault, track runner, trampoline, bike riding, low gear, high gear, pedal, wheel, revolution, chain, front, back, linear motion, speed, takeoff, velocity, lead leg, top hand, bottom hand, resistance, runway, momentum, coach, job

stride, run, go over, step up, bend, pull, turn, fly, throw, bounce, spring, stop, drag, push, propel

horizontal, vertical, backward, forward, weightless, athletic, up, down

3-2-1 Contact "Building" (236)

doghouse, plywood, nails, roof, door, termite, colony, mound, chambers, nursery, garden, tunnel, wood, brick, stick, bark, slate, marble, plate glass, iron, steel, glass, skyscraper, solar building, energy, arches, fiberglass, teflon, house, building, construction, foundation, wall honey, bees, hives, nectar, pollen, veil, smoke,honey comb

build, construct, design, weigh, lift, hold up, clamp, rise, sting, fly

allergic, busy, thick, thin, fragile, flat, strong, lightweight

3-2-1 Contact "Flight" (212)

parade, balloon, rubber, helium, air, sandbags, body, arm, leg, head

fill up, blow up, inflate, weigh, rise, contract, pull, move

heavy, light, flammable, high, hot, cold

parachute, helmet, jumpsuit, gear, left turn, right turn, wind, airplane, space,

sit, stand, walk, go, take, push, pull, swing, steer

Appendix B

## Sample Grammar Drills

"Parachuting" from "Flight" 3-2-1 Contact (Tape 212)

I. "be" + "going to" + verb (Future Substitute)

Situation on tape: Parachuting instructor is telling student what is going to happen when she takes her first jump.

Each sentence of the drill is a direct quote from the tape and appears in the script, page 10.

1. We're going to fly up to 3,000 feet.
2. The door is going to come open like this.
3. The wind is going to hold it up.
4. I'm going to be here like this.
5. I'm going to tell you to sit in the door.
6. You're going to swing over and put your feet out.
7. You're going to push out like this, swing around and get out here.
8. When I tell you to go, you're going to look straight forward, kick off with your feet, count 2,000, 3,000, 4,000, 5,000, 6,000, check the canopy, look, pull, arch . . .

Activities:

A. Repetition drill

B. Underline "going to"

C. Circle the verb that follows

D. Change each sentence from first to third person, second to third, etc.

E. Make questions of each statement

F. Role play and narrate

II. Imperatives

The parachuting instructor gives commands to her student using many action verbs. Find them. (Students devise their own drill--choose the items.)

Using numbers 5, 6, 7, and 8 on the previous page, give instructions using command forms of the verbs:

1. Sit in the door.
2. Swing over.
3. Put your feet out.
4. Push out like this.
5. Swing around.
6. Get out here.
7. Look straight forward.
8. Kick off with your feet.
9. Count 2,000, 3,000 . . .
10. Check the canopy.
11. Look.
12. Pull.
13. Arch.

Activities:

A. Underline the verb in blue

B. Underline the prepositions in red.

C. One student gives commands, another role plays, etc.

III. can and can't + verb (Affirmative and Negative)

Script pages 7-10

You can't see wind,
But you can hear it.
You can see it blow things around.
You can feel it.
You can have fun with it.
You can even travel on it.

Wind is air, moving air
Even though you can't see it
Air is a fluid, sort of like water.
It flows.
It has weight.
It takes up space.
It behaves in certain predictable ways.

Air
You can't see it.
But it's definitely there.

Activities:

A. Circle in red "can" and its verb.

B. Underline in blue "can't" and its verb.

C. Make a question for each statement.

D. Cloze exercise--leave out the main verb.

E. Discussion. Question--Answer.

F. Choral Reading from captions--with sound, without sound.

Note: Also illustrated in "Flight": Comparative of adjectives of weight, size and temperature (heavy, heavier, light, lighter, hot, hotter, cold, colder, high, higher, big, bigger, small, smaller, fast, faster).

Appendix C

## Closed Caption Television Equipment

Closed caption equipment, videotapes and scripts are currently being housed in three Prince George's County elementary schools:

- Thomas Stone Elementary--Mt. Rainier
- Springhill Lake Elementary--Greenbelt
- Templeton Elementary--Riverdale

The equipment, a standard videocassette recorder and a special television monitor with a built-in caption adapter*, is installed on a rolling cart for portability from class to class. When a closed captioned videotape or TV program is played on this equipment, the dialogue, narration, and sound effects appear in white letters on a black background at the bottom of the screen.

Steps in Operation:

1. Check connections between TV monitor and VCR. A cable runs from VHF OUT on the back of the VCR and 75 Ω on the back of the TV.
2. Check power outlet connects for both TV and VCR. Do not share an outlet with any other piece of equipment as interference may occur.
3. Turn power on TV and VCR.
4. Select Channel 3 on TV and VCR.
5. Press "Eject" on VCR, insert tape, press tape compartment down to close.
6. Press "Play" on VCR and "Fast Forward" to desired segment on tape.
7. Press "Stop."
8. Set counter to zero and press "Memory" botton. When you want to return to that point, press "Rewind" and the tape will stop at zero.

* Note: Captions can be seen on a standard TV set when a telecaption adapter is connected.

Control Features:

1. Play, Rewind, Fast Forward, and Eject
2. Counter--for locating chosen segments quickly
3. Remote Control--so that teacher can sit with students while operating the equipment.
4. Pause--to stop the action and hold a single picture on the screen
5. Visual Search--the picture is visible during fast forward and rewind
6. Caption Selector--on the TV monitor--allows captions to be visible or invisible
7. Fine Tuning--to make captions clearer or more accurate, if needed

Presentation Possibilities:

| | |
|---|---|
| Picture--Sound--Caption | see, listen, read |
| Picture--Sound--No Caption | see, listen |
| Picture--No Sound--No Caption | see |
| Picture--No sound--Caption | see, read |
| No Picture--Sound--No Caption | listen |

For "No Sound"--Turn the volume all the way down.

For "No Caption"--Turn the caption selector knob on TV to "OFF"

For "No Picture"--Readjust Fine Tuning

Appendix D

## Listing of Closed Captioned TV Programs

Note: These programs when recorded off the air on a standard VCR are encoded with captions which will appear on the screen when a caption adapter is attached to the television set.

Sesame Street

Wonderworks

Great Performances

Masterpiece Theater

Mystery

Nature

Nova

ABC World News Tonight

American Playhouse

Planet Earth

The Cosby Show

Family Ties

Amazing Stories

Punky Brewster

The A Team

Moonlighting

Washington Week in Review

Webster

Diff'rent Strokes

20/20

3-2-1 Contact

Presidential Speeches

Presidential Press Conferences

## EVALUATION OF THIS CURRICULUM GUIDE

This form is to be used by individual teachers to provide a reaction to the curriculum guide currently being used. At the end of each unit taught or after teaching from the entire document, please complete the form and send it to Special Assistant for Instructional Administration, Sasscer Building, Upper Marlboro, Maryland. Your input is necessary in order to assess what revisions must be made in the document. Thank you for helping to review and revise your curriculum so that it is meaningful to your teaching.

---

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1. In-service was received on this publication. Yes____ No ____
2. The in-service was (adequate, inadequate) for using this document.
3. Teachers could use further in-service on the following topics/chapters/units

   _____

   _____

4. The errors/omissions noted in the document are on page(s) _____

   _____

5. The best written and most helpful sections or pages of this document are _____

   _____

   _____

6. Information needs to be revised on the following _____

   _____

   _____

7. The attached material (outline, ditto, lesson plan, etc.) should be added to the document.

   _____

   _____

8. Did the format of the guide make it easy to use? Yes _____ No ____ What changes would you like to see included?

_____

_____

_____

9. Do the lessons contain realistic teaching time frames? Yes _____ No ____
   If no, what should be changed?

   _____

   _____

10. Are there a sufficient number of teaching lessons/activities? Yes ____ No ____

11. Are there a sufficient number of available resources listed? Yes ____ No ____

12. Was the content appropriate for the level of teaching? Yes ____ No ___

13. Does the content adequately provide for Title IX (sex equality) guidelines?
    Yes ____ No ____

14. Does the content adequately provide for inclusion of information about multicultural and multiracial relationships? Yes ____ No ____

15. The following suggestions would improve this document:

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

Name (if desired)_____

School _____